

## Differences between FITP and EEE

<b>Children's Integrated Services (CIS) /Early Intervention Program</b> (IDEA Part C, Infants and Toddlers with Disabilities; formally known as Vermont's Family Infant and Toddler Program (FITP))	<b>Vermont's Essential Early Education Program (EEE)</b> (IDEA 2004 Part B: Education of Children with Disabilities 3-5 )
Part C is intended for infants and toddlers with disabilities from <b>birth to age three</b> .	Part B section 619 is intended for young children with disabilities, <b>ages 3-5</b> <ul style="list-style-type: none"> <li>Eligible children are entitled to a free and appropriate public education (FAPE) within the least restrictive environment (LRE)</li> </ul>
IFSP (Individual Family Service Plan) is <b>family centered</b> .	IEP (Individual Education Plan) is <b>child centered</b> but should also look at the child in his/her family context
IFSP includes outcomes and services for the <b>family and child's needs</b> .	IEP includes goals for the child. Services are based on the <b>child's educational needs</b> .
IFSP includes service delivery in <b>natural environments</b> <ul style="list-style-type: none"> <li>home</li> <li>community settings, such as parks, library, childcare ect. . .</li> </ul>	Children receive specialized instruction and related services (if warranted) within a variety of <b>early childhood settings</b> e.g., <ul style="list-style-type: none"> <li>public/private preschool settings</li> <li>childcare (center-based/home-based)</li> <li>home</li> <li>Head Start</li> </ul>
IFSP has a <b>service coordinator</b>	IEP has a <b>case manager</b> which in most cases is the Essential Early Educator
In CIS/Part C, most services do not come through the public schools, but through a variety of public and private agencies and individual providers.	In Part B, EEE services are the responsibility of the school district which is the local education agency (LEA)
In Part C, the lead agency is advised by an Interagency Coordinating Council ( <b>ICC</b> )	In Part B, the state education agency is advised by the states Special Education Advisory Panel ( <b>SEAP</b> ).
In Part C <b>eligibility</b> is based on developmental delay, or established conditions that have a high probability of resulting in developmental delay. States have discretion in defining developmental delay, and consequently, eligibility varies significantly among the states.	In Part B, EEE <b>eligibility</b> is based on a child who is experiencing developmental delays, as defined by the state, in one or more of the following areas: physical, cognitive, communication, social or emotional, or adaptive development and requires special education and related services. Eligibility is fairly consistent across the states.

